

of Rome, who have lately, in this land of Protestant liberty, literally burned to ashes the Holy Bible. While it is a matter worthy of gratulation and thanks that the institutions of learning in our own State, are, comparatively, so free from the causes, that are sapping and corroding the character of the young in other places, I am sorry to insinuate a fear that we are as slow to appreciate, as to discharge the duty, we owe to ourselves and to our children, in guarding the avenues of innovation and vice. Our virtue, I fear, is too much of that negative character, that owes much of its importance to the fact, that we are seldom tempted. Let us then reassure ourselves of our safety; and see to it that we are wide awake, and doing our duty: for lamentable, indeed, will be the time when some of the utopian doctrines and schemes of the present day, shall more fully ripen from theory into practice: and nothing can, so surely, prevent their introduction and prevalence among us, as a thorough inculcation of a christian education, into the heads and hearts of the youth of the land.

It may not be amiss, at this point, to take a retrospective glance at the pages of history, and to adduce a few facts from the learning, science and philosophy of the past, in order to reconcile the student to mental discipline, as well as to incite him to diligent application in the acquisition of knowledge.

It has been said that "history is philosophy teaching by example." If so, we should scan its pages with diligence, and stow away, with the utmost care, its jewels of wisdom. Among the multitude of its facts and truths, we find evidence of this one—that the cultivation of the arts and sciences has always exercised a beneficial influence over those countries and times in which it has prevailed.